

Pupil premium strategy statement



OXLEY PRIMARY SCHOOL

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	251
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Mr G Brown (Chair of Governors)
Pupil premium lead	Mr D Caldwell (Headteacher)
Governor lead	Miss C Harcourt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,157
Recovery premium funding allocation this academic year	£6235
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
<small>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</small>	
Total budget for this academic year	£74,392.08
<small>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</small>	

Part A: Pupil premium strategy plan

Statement of intent

At Oxley Primary School we ultimately want all pupils to achieve their full potential. We aim to ensure that socio-economic status does not present any barriers to achievement and that all disadvantaged pupils who have the potential to meet, or exceed, national expectations do so.

We aim to ensure that the significant proportion of disadvantaged pupils who also have identified special educational needs (approximately 50%) are individually well-supported throughout each phase of their primary education to make good progress and achieve to the best of their ability.

This current plan (2021 to 2024) works towards achieving these objectives by:

- Using covid recovery funding in addition to PP funding to address academic gaps, social/emotional well-being issues, pupil attendance and parent support, all of which have been heightened by the Covid-19 pandemic.
- Recruiting additional staff to provide support across all phases. providing extra time for developing basic skills and addressing gaps in learning.
- Training new and existing staff in being able to accurately assess, support and challenge pupils to make the best possible progress in reading, writing and maths – whatever their starting points.
- Providing extra time in the school day for developing basic skills and addressing gaps in learning (lunchtime & after school interventions).
- Develop pupil's cultural capital and ensuring equity in accessing good nutrition, school uniform, wider opportunities and key resources (school trips, revision materials etc).
- Ensuring pupils who are entitled to PP funding and also have special educational needs (SEN) receive academic and wellbeing support tailored to their individual needs.

The key principles of Oxley's Strategy Plan are:

- To provide academic support for Key Stage 2 pupils in order to help them make accelerated progress where gaps have formed and achieve to the best of their individual ability.
- To ensure all pupils across EYFS and Key Stage 1 access high quality early reading and maths, to provide them with the best possible start at Oxley.
- To ensure staff are well-trained and skilled in assessing individual needs and providing a range of academic, SEN and holistic support.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Significant number of pupils (34%) in receipt of Pupil Premium funding who also have identified special educational needs (SEN)
2	Significant number of disadvantaged pupils who require support with attendance / lateness (36%)
3	Higher than usual number of pupils requiring emotional wellbeing, behaviour, mental health or other-agency support (53%)
4	Significant disruption to learning since March 2020 and challenges with home schooling have exacerbated gaps in learning across Key Stage 2 in reading, maths and especially writing.
5	EYFS & KS1 – a high proportion of disadvantaged pupils enter school ‘below typical’ against the development matters bands. Disrupted learning since March 2020 has compounded these issues, with pupils across EYFS and KS1 missing their full entitlement to consistent education /early year provision.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils who enter EYFS ‘below typical’ for their age make accelerated progress to ensure they have caught up with national expectations by the end of KS1*.	<ul style="list-style-type: none"> Non-SEN Pupils achieve GLD. SEN pupils make good or better progress from their on-entry starting points and have targeted support planned to continue into Y1.
All pupils achieve the required standards in early reading by the end of Y1*.	<ul style="list-style-type: none"> Non-SEN Pupils achieve 32+ in phonics check. Non-SEN Pupils are on orange level + reading books and show solid fluency and understanding for their age. SEN pupils make good or better progress from their on-entry starting points and receive targeted support to achieve the phonics check standard and expected reading levels by end of Y2.
An increasing proportion of pupils achieve the required standard in the multiplication check by the end of Y4*.	<ul style="list-style-type: none"> Non-SEN Pupils achieve standard. SEN pupils make good or better progress from their on-entry starting points and have targeted support planned for Y5/6.
Disadvantaged pupils who are able to achieve ‘Greater Depth’ standard are well-supported to do so.	<ul style="list-style-type: none"> Early identification of GDS potential pupils by end of KS1.

	<ul style="list-style-type: none"> Regular monitoring of progress (work in books, pupil data) and support provided keep pupils on the trajectory for GDS throughout KS2.
Non-SEN disadvantaged pupils make good progress and achieve national expectations in reading, writing and maths.	<ul style="list-style-type: none"> All non-SEN PP pupils achieve or exceed the expected standard in reading, writing and maths by the end of Key Stage 2. KS2 reading, writing and maths progress scores for non-SEN disadvantaged pupils at least matches national expectations (progress score of 0+ or better in each area). Evidence in books and in-school data tracking shows evidence of good progress against individual starting point on-entry to KS2.
SEN PP pupils are well supported and make good personal progress.	<ul style="list-style-type: none"> Individual needs are swiftly assessed and targeted with timely & appropriate support. High expectations and high-quality support ensure families and other agencies report high levels of satisfaction with the quality of provision and progress of individual learners. Good value & combined use of PP and any additional SEN support and funding is used where appropriate to meet individual needs and circumstances.
Good attendance and wellbeing support at school ensures that all disadvantaged pupils and their families are engaged and able to thrive emotionally, socially and academically as a result.	<ul style="list-style-type: none"> Attendance of disadvantaged pupil group is 95% or above. Regular monitoring and swift intervention take place to monitor attendance of all pupils. Good communication between school and home identifies and addresses any barriers to school attendance. Family support worker / other agency support promptly sought where required. LAC/CLA support implemented to make best possible use of additional funds & resources. Observations and monitoring of disadvantaged pupils show good self-esteem and self-efficacy - or targeted support in place for pupils who require it. Observations and monitoring of disadvantaged pupils show high standards of learning behaviour in class, intervention sessions and homework.

**For all PP pupils who do not have special educational needs which prevent them making the same progress as 'Others' nationally*

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17,042

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Lead teacher support for training teachers & TAs in early reading/maths, KS1 intervention strategies.</p>	<p><i>“The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.”</i></p> <p>[EEF, ‘High Quality Teaching’, sourced Nov 2021].</p> <p>EEF Teaching & Learning Toolkit:</p> <ul style="list-style-type: none"> • Oral language interventions very high impact for very low cost (+6 months). • Phonics high impact for very low cost (+5 months). • Reading comprehension strategies very high impact for very low cost (+6 months). • Small group tuition moderate impact for very low cost (+4 months). • Teaching Assistant interventions moderate impact for moderate cost (+4 months). 	<p>1, 4, 5</p>
<p>SENCO support, CPD and release time to provide new-to-role SENCo at Oxley with support in devising an improved whole-school strategy for supporting disadvantaged pupils with SEN.</p>	<p><i>“Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.”</i></p> <p>5 recommendations:</p> <ol style="list-style-type: none"> 1. Create a positive & supportive environment for all pupils, without exception. 2. Build an ongoing, holistic understanding of your pupils and their needs. 3. Ensure all pupils have access to high quality teaching. 4. Complement high quality teaching with carefully selected small-group and one-to-one interventions. 5. Work effectively with teaching assistants. <p>[EEF SEN in Mainstream Schools Recommendations, sourced Nov 2021]</p>	<p>1, 5</p>
<p>EYFS lead release time and CPD, support for developing whole class provision, small group and individual support in the core areas of learning:</p> <ul style="list-style-type: none"> - Communication & language - Physical development 	<p><i>“Once early years provision is in place, efforts to improve the quality of provision – for example by training staff – appear to be more promising than simply increasing the quantity of provision by providing extra hours in the day, or by changing the physical environment of early years settings.”</i> [EEF Early Years Toolkit, sourced Nov 2021]</p> <p>EEF Early Years Toolkit:</p> <ul style="list-style-type: none"> • Communication & Language approaches: very high impact for very low cost (+6 months). 	<p>1, 5</p>

<ul style="list-style-type: none"> - Personal, social & emotional development - Literacy - Maths 	<ul style="list-style-type: none"> • Early literacy approaches: moderate impact for very low cost (+4 months). • Early numeracy approaches: very high impact for very low cost (+6 months). • Physical development approaches: moderate impact for very low cost (+3 months). • Play-based learning: high impact for very low cost (+5 months). <p>Self-regulation strategies: high impact for very low cost (+5 months).</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £39,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 5/6 interventions (small group & one-to-one tuition, homework support & individual feedback) from qualified teachers.	EEF Teaching & Learning Toolkit: <ul style="list-style-type: none"> • Feedback: very high impact for very low cost (+6 months). • Homework: high impact for very low cost (+5 months). • One-to-one tuition: high impact for moderate cost (+5 months). • Small group tuition: moderate impact for low cost (+4 months). 	1, 4
Y3/4 interventions (small group & one-to-one) from qualified teacher and Senior Teaching Assistants.	EEF Teaching & Learning Toolkit: <ul style="list-style-type: none"> • One-to-one tuition: high impact for moderate cost (+5 months). • Small group tuition: moderate impact for low cost (+4 months). • Reading comprehension strategies: very high impact for very low cost (+6 months). 	1, 4
Y2/1/R interventions (small group & one-to-one) including; phonics; reading fluency & comprehension; and early maths.	EEF Teaching & Learning Toolkit: <ul style="list-style-type: none"> • One-to-one tuition: high impact for moderate cost (+5 months). • Small group tuition: moderate impact for low cost (+4 months). • Oral language interventions: very high impact for very low cost (+6 months). • Reading comprehension strategies: very high impact for very low cost (+6 months). • Phonics: high impact for very low cost (+5 months). • Early numeracy approaches: very high impact for very low cost (+6 months). 	1, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Support worker (including attendance; lateness, parental support, behaviour, counselling, LAC support, other-agency liaison).</p>	<p>EEF Teaching & Learning Toolkit:</p> <ul style="list-style-type: none"> • Behaviour interventions: moderate impact for low cost (+4 months). • Parental engagement: moderate impact for very low cost (+4 months). • Social & emotional learning: moderate impact for very low cost (+4 months). <p><i>“Amongst the most commonly mentioned barriers were family life and low attendance, but amongst the most commonly identified initiatives were literacy and numeracy support, showing that the strategies are not always targeting support where it is most needed. The report recommends that governing boards take a more holistic approach to their pupil premium spending to better address ‘specific barriers to learning that hold back pupil premium students.’</i></p> <p>[https://www.nga.org.uk/News/NGA-News/July-2018-Sept-2018/Characteristics-of-the-most-effective-pupil-premiu.aspx]</p>	<p>1, 2, 3</p>
<p>Support with cost of school trips, uniform, purchase of key resources, milk and free breakfast club and after school club provision.</p>	<p><i>“Breakfast consumption in children has been found to:</i></p> <ul style="list-style-type: none"> • <i>Improve cognitive function, particularly memory, attention, and executive function</i> • <i>Improve academic performance, including school grades and achievement test scores</i> • <i>Increase on-task behaviour in the class”</i> <p>[https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/]</p> <p><i>“Parents worry about the impact poverty has on their children, particularly that they may be bullied. Children living in poverty frequently report feeling excluded and embarrassed, citing it as a ‘key source of unhappiness’, and worry about their parents in turn.”</i></p> <p>[https://cpag.org.uk/child-poverty/effects-poverty]</p> <p><i>“Childcare and housing are two of the costs that take the biggest toll on families’ budgets.”</i></p> <p>[https://cpag.org.uk/child-poverty/child-poverty-facts-and-figures]</p>	<p>6</p>

Total budgeted cost: £74,392

Part B: Review of the previous academic year (2022/23)



Outcomes for disadvantaged pupils

Aim	Outcome
<p>Pupils who enter EYFS 'below typical' for their age make accelerated progress to ensure they have caught up with national expectations by the end of KS1*.</p>	<p>Baseline assessments identified that 0% of disadvantaged pupils were working at the expected level (Reception entering) across all 17 learning areas.</p> <p>However, by the end of the 2022-23 academic year, 25% of disadvantaged pupils achieved a good level of development and were therefore working at the expected level across all 17 learning areas.</p>
<p>All pupils achieve the required standards in early reading by the end of Y1*.</p>	<p>In the 2022-23 academic year, 40% of Year 1 disadvantaged pupils passed the phonics check (compared to 75% of disadvantaged pupils nationally).</p> <p>This demonstrates added progress due to only 25% of these pupils reaching the expected standard of reading at the end of Reception.</p>
<p>All pupils achieve the required standard in the multiplication check by the end of Y4*.</p>	<p>71% of disadvantaged pupils scored 20+ on the multiplication check. This is in comparison to 52% of non-disadvantaged pupils scoring 20+.</p> <p>The average MTC score for disadvantaged pupils was 19 which was the same as our non-disadvantaged average of 19. This is in comparison to the national average of 20.4.</p>
<p>Disadvantaged pupils who are able to achieve 'Greater Depth' standard are well-supported to do so.</p>	<p>End of KS1 data in 2022-23 showed that:</p> <ul style="list-style-type: none"> • 17% of disadvantaged pupils met the higher level standard in reading compared to 18% of non-disadvantaged pupils and 18% of all pupils nationally. • 17% of disadvantaged pupils met the higher level standard in maths compared to 6% of non-disadvantaged pupils and 15.6% of all pupils nationally. <p>End of KS2 data in 2022-23 showed that 33% of disadvantaged pupils met the higher level standard in reading compared to 32% of non-disadvantaged pupils and 29% of all pupils within the Leicestershire Local Authority.</p>
<p>Non-SEN disadvantaged pupils make good progress and achieve national expectations in reading, writing and maths.</p>	<p>End of KS2 data in 2022-23 showed that:</p> <ul style="list-style-type: none"> • 100% of disadvantaged pupils with non-SEN status achieved the expected standard for reading compared to 73% of all pupils nationally. • 67% of disadvantaged pupils with non-SEN status achieved the expected standard for writing compared to 71% of all pupils nationally • 100% of disadvantaged pupils with non-SEN status achieved the expected standard for maths compared to 73% of all pupils nationally.

	<ul style="list-style-type: none"> 67% of disadvantaged pupils with non-SEN status achieved the expected standard for reading, writing and maths – compared to 59% of all pupils nationally. <p>This data also highlighted that 33% of disadvantaged pupils with non-SEN status made the higher standard in reading.</p>
<p>SEN PP pupils are well supported and make good personal progress.</p>	<p>End of KS2 data in 2022-23 showed that disadvantaged with a special education need make good progress over time at Oxley:</p> <ul style="list-style-type: none"> 66% of SEN disadvantaged pupils met the expected standard in reading at the end of KS2 compared to only 33% meeting the expected standard at the end of KS1 33% of SEN disadvantaged pupils met the greater depth standard in reading at the end of KS2 compared to no pupils meeting this standard at the end of KS1 33% of SEN disadvantaged pupils met the expected standard in writing at the end of KS2 compared to no pupils meeting the expected standard at the end of KS1 67% of SEN disadvantaged pupils met the expected standard in maths at the end of KS2 which is in line with 67% meeting the expected standard at the end of KS1
<p>Good attendance and wellbeing support at school ensures that all disadvantaged pupils and their families are engaged and able to thrive emotionally, socially and academically as a result.</p>	<p>Attendance data for the 2022-23 showed that disadvantaged pupils* have an absence rate of 93.8% at Oxley in comparison to a 88.6% absence rate nationally.</p> <p><i>* Disadvantaged pupils in this data relates to pupils in receipt of free school meals</i></p>